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ABSTRACT

Proceedings of a seminar on the role of American Indian agency boards of directors and executives are reported in this document. Sponsored by the Native American Educational Services (NAES), the purpose of the seminar as presented in the introduction was "to help boards of directors and executives come to grips with the ramifications of their roles of community leadership." The seven Chicago non-profit Indian agencies in attendance are listed in an appendix as is the seminar program, a sample community announcement of the seminar, the seminar staff, and the certificate of recognition awarded participants. Brief reports on each of the following seminar topics constitute the major portion of the document: (1) public expectations of boards of directors of private non-profit organizations (definition and clarification of needs); (2) legal responsibilities, duties, liability, and administrative/staff relationships (knowledge of regulatory codes); (3) the purpose, critical components, and policy compliance of personnel policies (making them current and putting them in writing); (4) conflicts in board membership in terms of interest, tribal representation, and personalities (resolving conflict before it dissolves you). A brief summary and evaluation section concludes the document, indicating the seminar was both valuable and needed and that future comparable seminars will be provided. (JC)

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DYNAMICS OF COMMUNITY BOARD MEMBERSHIP

Proceedings of a Seminar
May 10, 1979

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NAES
Native American Educational Services, Inc.
4560 N. Hermitage Street • Chicago, Illinois 60640

$2.75

SOME DIRECT QUOTES FROM PARTICIPANT EVALUATIONS AFTER THE ONE-DAY SESSION

Very informative....hope to have another session soon.

An excellent first session....make the next one longer!

Able to share concerns with participants from other agencies.

Very productive....by all means, continue!

Long overdue....enlightening in all aspects.

Great input, especially on board responsibilities and liabilities.

Exciting....should have been two or three days.

Great!...our organizations haven't met in this kind of forum before. We meet new friends in an old setting.

Good human feelings mixed with humor and the business at hand.

Too short!!!

ABOUT NAES . . . . .

Native American Educational Services, Inc. (NAES) is an independent educational institution offering an academic program leading to the Bachelor of Arts degree for persons employed in American Indian programs and agencies. NAES operates with a full complement of faculty and students at four separate study sites. Central administrative offices are located at the Chicago study site.

Students bear a unique responsibility for their own learning at NAES/Antioch. There is a heavy reliance on independent study, in which the students are expected to integrate their course learnings with the needs of the community, as exemplified by the students' work positions.

NAES students work full time and attend college full time, both at the same time.

Funds for the preparation of this report were provided by the Chicago Sunstimes Charity Trust.

DYNAMICS OF
COMMUNITY BOARD MEMBERSHIP

Proceedings of a Seminar

May 19, 1979

Robert G. Archiquette
Seminar Director

C O N T E N T S

Introduction

Public Expectations of Board of Directors 6
David Beaulieu

Legal Responsibilities and Duties 8
Robert G. Archiquette

Personnel Policies 10
Mayvonne Solorio, Clovia Cosson

Conflicts in Board Membership 16
Jerry Hill, Eliezer Krumbein, Flo Wiger

Summary and Evaluation 20

Attachments 22

- Community Announcement
- Seminar Program
- Participants and the Agencies
- Seminar Staff
- Certificate of Recognition

INTRODUCTION

A continuing problem in Indian community organizations is the lack of a clear understanding of the breadth of legal, fiscal, and civic responsibilities to the boards of directors of the agencies. Directors have all too seldom had the opportunity to assess their obligations either as individuals or as members of a collective board. The result has often been a hazy area where clients, employees, and boards are unclear as to their relationships with one another. Without a clear understanding of relationships and obligations, boards are often hard put to guard the best interests of their organizations.

To help boards of directors and executives come to grips with the ramifications of their roles of community leadership, Native American Educational Services (NAES) sponsored a one-day board training seminar in May, 1979. Proceedings of that seminar provide the subject matter for this booklet. The seminar brought together as participants representatives of seven Chicago not-for-profit Indian agencies. They, along with NAES staff, went far toward identifying types of problems to be dealt with in the future.

The challenges facing executives and directors of Indian agencies are enormous, whether in urban areas or reservation communities. To help meet these challenges, NAES is planning a series of day-long board training seminars to be held over the next two and one-half years. Proceedings will continue to be published for the benefit of the broader readership.

The participants and staff of this first seminar worked hard and produced many good ideas. We commend these proceedings to your interest and urge you to reflect on the important principles developed in them.

Native American Educational Services
4550 North Hermitage Street
Chicago, IL 60640 *(312)728-1662*

February, 1980

PUBLIC EXPECTATIONS OF BOARDS OF DIRECTORS OF PRIVATE NON-PROFIT ORGANIZATIONS

DEFINE AND CLARIFY NEEDS

Presenter: David Beaulieu

David Beaulieu discussed the importance of defining, clarifying, and understanding needs of executive directors and board members in Native American organizations. The urban experience is not new or unique for Native Americans. Although city life may have been a new experience for many who have relocated in recent years, areas such as Chicago have had substantial Indian populations for decades. Indians not only have lived in cities since early settlement days, but they also have maintained a sense of community.

The introduction of federal funds into Indian communities has had some adverse effects on the continuity and urpose of Indian organizations. Since the federal government "discovered" urban Indians a decade or so ago and kindled myths of inexperience and isolation, indigenous community organizations have been losing a sense of direction and local control.

Citing several examples, Dr. Beaulieu reviewed the earlier development of community organizations as a response to the need for providing services denied Indians by many municipal agencies. With federal funding came outside control, definitions of needs to meet funding criteria, and a service approach adapted to organizational rather than traditional Indian values. As a result, a sense of community identity has been diffused from social interactions and services to an impression that working for an organization serving Indian interests defines one as part of that community.

Current organizational directions probably cannot meet needs of the Indian community unless Boards of Directors develop greater expertise in exercising responsibilities and designing appropriate service programs. The confusion in many Indian organizations has been a result of blurred role distinctions and authority limitations. A contributing problem is the tendency to serve individuals within an organization rather than the wider community in the misguided assumption that the organization is the community.

Dr. Beaulieu offered the following suggestions and reminders:

* A Board of Directors is charged with serving the best interests of the organization, including hiring and firing responsibilities.
* Each member is personally liable for all Board actions.
* Board members neither should become involved in the day-to-day management decisions and internal program operations nor assume that board membership carries authority to speak or act on behalf of the board.
* Members should learn to say "No" effectively and limit board actions to the responsibilities of providing effective service.
* The role of an advisory board does not include decision-making functions.

LEGAL RESPONSIBILITIES, DUTIES, LIABILITY, AND ADMINISTRATIVE/STAFF RELATIONSHIPS

KNOW THE REGULATORY CODES

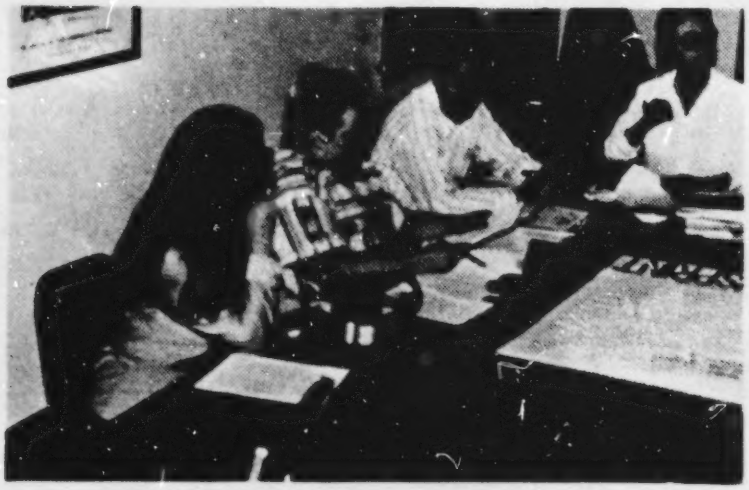
Presenter: Robert G. Archiquette

A board acts as both an agent in the business law sense and an employer who not only has authority to hire and fire but also to create positions. Two other roles are those of an independent contractor operating under a uniform commercial code and that of a charitable trustee.

As a regulatory agent, a board assumes fiduciary responsibilities through a contract with a principal to insure that resources will be used judiciously for the sole interest of the public good. In the employer capacity, a board acting under the common law *respondeat superior* doctrine is responsible for employee actions. Attendant provisions are that neither the director nor the board may sue each other.

Mr. Archiquette stressed the importance, especially from a tax standpoint, of a board carefully defining and distinguishing between the roles, responsibilities, and liabilities associated with acting as an independent contractor or as an employer. As an independent contractor, a board is bound by contractual agreements. To avoid expensive, time-consuming legal entanglements, a board should clearly understand and adhere to the Uniform Standards Code. Successful arrangments for a board acting independently as a contractor include a knowledge of appropriate types of contracts, the elements necessary to form a binding contract, volunteer and employee distinctions, and the liabilities associated with verbal or quasi-contractual agreements.

The presentation of organizational role definitions concluded with Mr. Archiquette's discussion of the legal status of a board acting as a charitable trustee. As a board is entrusted with the efficient management of both human and economic resources, the obligations as a charitable trustee extend to a municipal, state, and federal public beyond the immediate Indian community. Careful monitoring and evaluative policies are critical, as is a thorough knowledge of what a board is accountable for as a tax exempt entity.



PERSONNEL POLICIES: THEIR PURPOSE, CRITICAL COMPONENTS, AND POLICY COMPLIANCE

GET THEM CURRENT AND IN WRITING

Presenters: Mayvonne Solorio
Clovia Cosson

* What happens to employee morale when workers feel that their supervisors' decisions are inconsistent, unfair, or abitrary?

* What happens to supervisors' morale when their responsibility in personnel matters is not clearly defined, or when they are not assured that their decisions are backed by higher level management?

* What are the financial consequences if a government regulatory agency finds that employees have been treated inconsistently?

You can avoid these problems by developing coherent, written, and relevant personnel policies. The purpose of this presentation is to provide you with a better understanding of what personnel policies are, some important reasons as to why they are needed, and to explain the need for continual revision.

New organizations rarely have personnel policies in writing. Established organizations often have obsolete ones which may be inapplicable to current everyday decision making. Further, those that have been written may be a reflection of the author's personal attitudes toward work and desirable employee behavior that could be inappropriate. If any of these situations apply to your organization, you can and should do something about it to minimize risks that employers are already aware of.

Formal, relevant policies are not infallible. But when they are made clear to all employees they can be an effective guide to productive employee behavior. They are the important link between organizational objectives and formal job descriptions, a good defense in legal proceedings, and a good defense in delicate labor relations and performance audits.

In healthy, dynamic organizations, policy statements will be perpetually unfinished. Employee matters are always changing and require policies that do the same in terms of meeting their needs. This does not mean that every personnel problem requires a written response from the Board of Directors that prevents it from happening again. To avoid this extreme, policy statements could be issued infrequently, perhaps no more than two or three times a year. Minor problems should be corrected without making policy changes, deletions, or additions.

Who should be involved in making and revising policies? Based on our comparative studies, we found that executive directors generally assume this responsibility. However, many others should be involved. Anyone with supervisory responsibility should be given the opportunity to contribute helpful suggestions.

Ms. Cosson and Ms. Solorio also found that in most cases Boards of Directors review and approve a set of policies; This is entirely dependent on the size and capability of the board. You can expect to make continual revisions in personnel policies, particularly in developing organizations. Policy changes should not be the response to minor crisis situations; ideally, plenty of supervisors' input should be allowed for a fair and objective effort.

Obsolete and inadequate policies appear in many ways. To illustrate an obsolete policy, consider the case of a consultant and policy statements on eligibility for employee benefits. Many consultants do work that is similar to that of your employees on a regular basis and under the same working conditions. The law might view them as common law employees who are eligible for FICA contributions and unemployment benefits. If there is no statement that specifically classifies this person as ineligible for insurance benefits, you may be asking for trouble. Think of the cost and complexities if a contract worker decides that your agency should have provided medical coverage for dependent and personal medical problems.

The need for coherent, relevant, and written policies vitally concerns you because as board members and executives you must provide the answers in legal proceedings. You are the ones held ultimately responsible as employers. It is, then, imperative to know what personnel policies are and what purpose they serve.

Based on several comparative studies conducted here at NAES, formal personnel policies have proven to be anything but broad statements of policy as they ideally should be. Board member interpretations frequently refer to their policies as sets of rules to be imposed and procedures to be followed. Formal policies usually contain these elements, and necessarily so, but more emphasis is needed in considering them as broad administrative guidelines to sound judgement.

An example of administrative guidelines can be found in the matter of hiring. A policy statement on hiring could say who has the authority to hire. By contrast, a statement of rule could say that those who have this authority cannot modify job qualifications. Also in contrast to a statement of policy is a statement of procedure that describes the process of hiring, such as recruitment, selection, and pay rate determination.

Another example is in the matter of employee development programs. A policy statement might say that management must implement meaningful and relevant staff training programs. A statement of rule might say that all appropriate employees are required to attend; and a statement of procedure might outline the work hours available, program objectives, and evaluative reporting requirements for measurable impact. Formal personnel policies are generally a mixture of policy statements, rules, and procedures. The emphasis for a governing body is to know the difference and establish policies first. Can there be an effective and beneficial set of rules without a broad and comprehensive policy?

Newly formed and developing organizations often allow personnel policy development to slide. An excellent job can be performed in planning a given social program and measurable objectives can be established throughout its design. Positions can be clearly identified and the process of staffing may go quite smoothly. But merely stating job descriptions may not be enough to effectively guide employee behavior to what it is you have proposed to do.

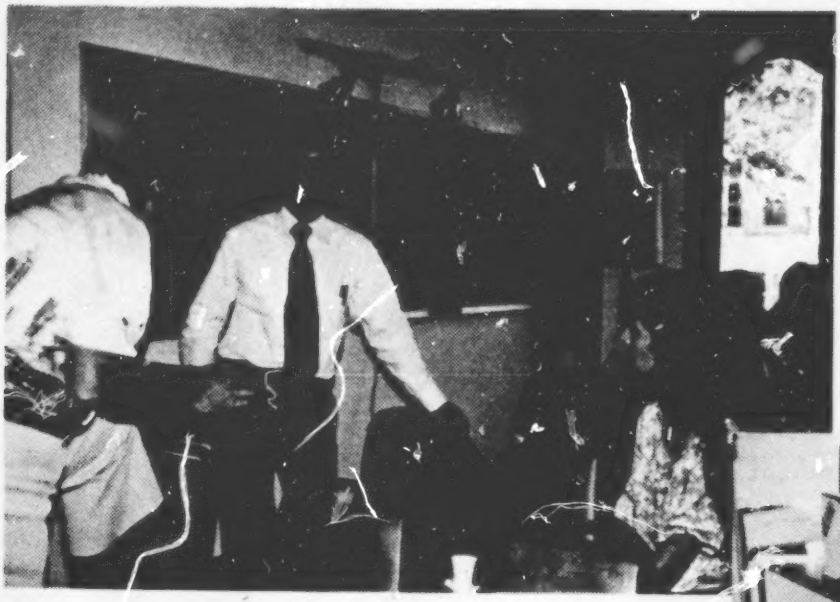
For new and developing organizations, an important example of effective guidance is the matter of promotions from within. In developing stages, there is often an innovative stage where ideas and progressive leadership are at a peak. Moreover, the majority of employees will experience rising

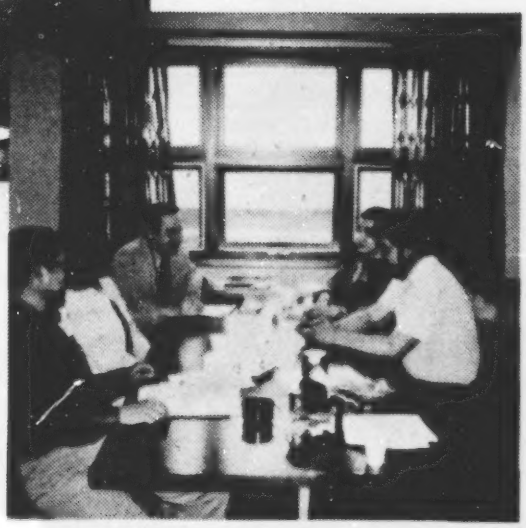
expectations about their future within the organization and perhaps for their own careers. A promotion from within policy would encourage most employees not only to perform their jobs well but to perform beyond the minimum expectations and requirements.

Another important reason for personnel policies is for protection in legal matters. Policy on compensation is extremely vital if you don't wish to get unfavorably involved in an employee dispute and the Fair Labor Standards Board. Your employees should know what are normal working hours, overtime provisions, and regular paydays. If not made clear to them, you could easily run into costly claims of compensatory time, back pay, and possibly overtime pay for holiday work without any legal recourse.

Aside from the Fair Labor Standards problem, you could also contend with poor attendance problems and funding source inquiries. If normal work hours are not accompanied by your standards for acceptable attendance, funding sources may impose their own. Problems could also arise for salaried personnel and regular punctual attendance. What would be your defense to a charge of negligence by allowing salary overpayments by a federal funding source?

Importantly, then, personnel policies consist of rules and procedures, but the primary emphasis should be on broad statements that serve as guidelines to sound administrative judgment. As a board member you should know the difference when it's up to you to review and approve. Getting them in writing helps to improve employee morale and provides a solid defense in legal proceedings and hard labor relations. Once they are in writing, however, the job is not finished once and for all. You are also responsible for continual revisions in a manner that is fair and objective to all concerned.





CONFLICTS IN BOARD MEMBERSHIP:
INTEREST, TRIBAL REPRESENTATION, PERSONALITIES

RESOLVE CONFLICT BEFORE IT DISSOLVES YOU

Presenters: Jerry Hill
Eliezer Krumbein
Flo Wiger

* * IDENTIFYING CONFLICT PROBLEMS

Flo Wiger discussed the nature of power conflicts in organizations. Group dynamics in general and in Indian organizations specifically were explored. Noting that some conflict is natural and healthy if handled constructively, Ms. Wiger delineated the negative outcomes when conflict situations remain unresolved. Indian organizations are currently confronting problems of identity and competition for ever-decreasing resources that political infighting and "power trips" can only compound to the detriment of the entire Indian community.

Several uses or types of power were suggested. Power may be *shared* among many individuals and groups, or concentered in an *authoritarian* or arbitrary manner. In either case, power is "taken" in most situations reflecting Western culture. In the traditional Indian way, power *emerges* through group process and is "given" to different individuals or groups according to perceived needs and changing conditions.

Suggesting that traditional values are being distorted through adaptation to Western standards, Ms. Wiger stressed that by nature and background Indians are oriented more to the general than to the specific. Resorting to petty specifics obscures the general goal, is counterproductive to a sense of community, and precludes the development of emergent power. Tactics that rely upon power brokering, nepotism,

or suspicion imply a loss of historical orientation. Power becomes selfish and negative if deployed defensively, but the speaker pointed out that the constructive use of power by Native American organizations will prove more healthy and broadly beneficial.

To understand and develop group dynamic skills more effectively, Kohlberg's ascending levels of decision-making characteristics were diagramed and explained. The *pre-moral* level means that decisions are influenced by considerations of punishment/obedience or relative need. The *concrete* level involves decisions based on the expectations of others, or "good boy/good girl" behavioral patterns, rather than an evaluation of what is best for the good of the program.

The third level of decision-making revolves around *law and order* or authoritarian judgments. Whatever the law prescribes should be followed exactly even though the law may be inappropriate. Following law and order is the *principled* level. This is reached when decisions made rely on ethical and moral standards. At this level, there are similarities to traditional Indian values in that decisions are made based on what will be in the best interests of the total group, taking into consideration such values as equality and human dignity. This is the highest level of decision-making.

Ms. Wiger also discussed the anger that accumulates when the exercise of delegated power is thwarted. If power is accepted as a shared responsibility, fewer threats will emerge to challenge personal authority, and face-saving techniques can dissipate hostilities. Facing anger openly and sharing feelings involves skills to keep personal emotions and rational thinking in balance.

In conclusion, methods of coping with the various characteristics of conflict to preserve both personal integrity and organizational cohesiveness were outlined. Knowing

the value and effectiveness of each, particularly when one or more styles are operating, is most important for group leadership. Persons react to a conflict situation by:

1. Denial or withdrawal - but admittance can prevent the cumulatively negative effect of repression.
2. Suppression or smoothing over - some degree of admittance without exploring the underlying cause that may resurface and escalate at a later time.
3. Power or dominance - resorting to an authoritarian use of power that eventually may lead to a static, one-dimensional organizational perspective.
4. Compromise or negotiation - which can produce positive resolution but also an unresolved stalemate.
5. Integration or collaboration - using a variety of communication skills to recognize and incorporate the validity of alternative ideas.

If a group seems to include individuals reacting at different levels, perceptions should be explored by eliciting feedback to build trust and share responsibilities for group behavior.

* * A PROBLEM-SOLVING SUGGESTION

Professor Eliezer Krumbein suggested that the Clifford Sager Model was appropriate to maintain personal and organizational relationships in the Indian community. If a new relationship is forming or an established one is in jeopardy, the parties involved need to negotiate differences and personal expectations.

To avoid conflict and unreasonable expectations, negotiations must begin by each individual identifying and clearly communicating and exchanging personal needs or desires. An instrument designed for marital counseling was distributed as a guideline for effective interpersonal relations.

* * GROUP LEADERSHIP AND PROBLEM SOLVING

Mr. Jerry Hill discussed various group leadership behaviors that contribute to conflict resolution and goal achievement. As an introductory exercise, the speaker administered a brief quiz to illustrate the point that individuals perceive the same symbol or problem from various viewpoints that contribute to an overall perspective. Each person's values, assumptions, and experience have an effect on a group's behavior.

The characteristics of individual leadership behaviors that affect a group's goals, purpose, and achievement were charted and explained by Mr. Hill. Solving a task problem on the *intellectual* level involves a sequential series of eight activities, from problem definition and information collecting to decision-making, implementation, and evaluation. Leadership roles required to accomplish task solution include initiating, informing, clarifying, and summarizing.

Interpersonal and emotional group maintenance problems of individual perception, interest, value, personality, and anxiety also require specific leadership skills. Appropriate techniques involve harmonizing, gate-keeping, consensus testing, encouraging, and compromising. Examples of both constructive and dysfunctional leadership roles were presented visually and on a chart distributed to all participants. In summary, Mr. Hill advised that informal leadership emerges in any formal leadership system. Individual differences and strengths can be developed as a constructive mechanism to share power and responsibility in a natural, mutually supportive manner.

SUMMARY AND EVALUATION

Breaking into five small groups, participants worked on an identification of skills in need of further training and follow-up activities for board members from the city's Indian organizations. In the report-out session, participants acknowledged that their community orgainzations were experiencing problems in conflict management, expressed their appreciation for the seminar's initial coordination and training effort, and suggested additional developmental needs.

All five groups reported a need for workshops and additional training in conflict resolution and leadership skills. One suggested that NAES conduct a follow-up survey in a month or so to examine the degree of practical application participants had made of material presented in the seminar.

SINCE MAY 1979 - - - THE FUTURE

In the summary and evaluation session by the participants, the major organizational result was that they requested NAES to continue to provide training leadership for Indian community boards and executives. All the participating agencies were subsequently contacted and interviewed in depth as to their needs in this regard.

Using the information thus gained, as well as the information from the final session of the May 19 seminar, NAES developed a three point operational plan, with the approval of the participating agencies. It is planned to be carried out over a 30-month period. In it, NAES will provide training and technical assistance with the ultimate goal of improving services available for the Indian

service population. Under the direction of an Advisory Council, composed of representation from each participating agency, training and technical assistance efforts will be planned with the primary recipients of training being members of boards of directors and agency staff. NAES will be responsible for carrying through with the organization and and offering the following:

* Training to include six 15-week seminars;
* Individual technical assistance to participating agencies; and
* General assistance to the Advisory Council.

Seminars and technical assistance will be designed to increase the professional capability of boards and staff to develop and offer quality human services to the Indian community.

Primary among the concerns of the Advisory Council will be the maintenance of an open forum for communication among local Indian agencies, coordination of existing program efforts, the design of a comprehensive needs statement, the identification of service gaps, and the presentation of a long-term plan for service to the Chicago Indian community.

At the time of publication of these proceedings, NAES has received partial funding for the 30-month project from the Coalitions Committee of Chicago's United Way.

Gain the administrative knowledge that leads to improved business decisions with NATIVE AMERICAN EDUCATIONAL SERVICES' one day seminar

DYNAMICS OF COMMUNITY BOARD MEMBERSHIP

.... designed exclusively for Boards of Directors, Executive Directors, and others who require a clear understanding of this challenging duty.

TIME AND PLACE

9:30 A.M. to 3:30 P.M. 4550 N. Hermitage Chicago, Illinois

WHAT YOU WILL LEARN

- *Public expectations of Boards of Directors and individual Board members for non-profit community based organizations.*
- *The inter-related roles of charitable trustee, employer, agent, and independent contractor.*
- *Legal issues concerning liability for decisions, actions, and inactivity.*
- *Duties of obedience, loyalty, diligence, and diligent oversight.*
- *Personnel policies; their purpose, protective elements, and policy compliance.*
- *Conflicts and conflict resolution between Tribal interests and personalities.*

SEMINAR FACULTY

Your seminar leaders will be acknowledged experts, exceptionally qualified by lengthy careers in top administrative capacities for all types of private non-profit organizations.

All of Native American Educational Services' DYNAMICS OF COMMUNITY BOARD MEMBERSHIP faculty have been painstakingly selected for their proven abilities in communicating concepts and relating to the needs of seminar members. This assures that a thorough understanding is acquired by every participant, regardless of their prior experience.

REGISTRATION AND FEES

The registration deadline for DYNAMICS OF COMMUNITY BOARD MEMBERSHIP is May 16, 1979. The fee for this one day event will be $35 per person. If you wish to attend please notify the director of <u>your</u> organization who will make all necessary arrangements with the Native American Educational Service in your behalf, including the payment of fees. <u>PLEASE NOTE</u> --- timely registration is extremely important to the success of this seminar. If there is a need for late registrations (after May 16) they will be accepted for a fee of $45 per person.

COMMUNITY ANNOUNCEMENT

SEMINAR PROGRAM

PROGRAM OUTLINE

9:30 - 10:00 AM	Public expectations of Boards of Directors of private non-profit organizations.
10:00 -11:00 AM	Legal responsibilies, duties, liabilty and administrative-staff relationships.
11:15 - 12:00	Personnel Policies: their purpose, critical components, and policy compliance.
1:00 - 2:30 PM.	Conflicts in Board membership: interest, Tribal representation, and personalities.
2:30 - 3:30 PM.	Confict resolution workshop - a format for problem solving.

WHAT INTERESTED EXECUTIVES HAVE SAID.....

"We should have had this seminar long ago in our community... its long overdue!" Exec. Director

"This is something we really need so that those who serve on Boards may realize what they're responsible for! Exec. Director

"The time is right for this type of seminar...because we need responsible boards now more than ever". Board Chairman

NATIVE AMERICAN EDUCATIONAL SERVICE, INC.
4550 N. HERMITAGE
CHICAGO, ILLINOIS 60640
PHONE 312-728-1662

Dynamics of Community Board Membership

May 19, 1979

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Joanette Takehara
Inez Tenorio

American Indian Council on Aging
Chauncina White Horse

Bo-Sho-Nee-Gee Drop-in-Center, St. Augustine's
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Native American Committee
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Billy Crazythunder
Verdaine Farmilant
John Pelcher
Matthew Pilcher
Patricia Tyson

Native American Program - University of Illinois
Joan Jourdan
Olivia Oxendine
Patricia Wesaw

O-Wai-Ya-Wa Elementary School
Louie Delgado

SEMINAR STAFF

Robert G. Archiquette, B.A. (Oneida) serves as Fiscal and Financial Aid Officer of NAES. He is a member of the Board of the American Indian Business Association. Beyond the maintenance of fiscal services at NAES, he provides instruction in areas related to management and organizational development. "Dynamics of Community Board Membership" was organized under his direction.

David Beaulieu, Ph.D. (Chippewa) is Vice President for Academic Affairs at Sinte Gleska Community College, Rosebud. Former positions include Chairman of the American Indian Studies Department, University of Minnesota, Director of the Native American Studies Program, University of Illinois - Chicago Circle, and a post-doctoral fellow of Newberry Library's Center for the History of the American Indian. He has provided consultation to numerous Indian community and academic programs throughout the country. Dr. Beaulieu is Chairman of the NAES Board of Directors.

Clovia Cosson (Sioux) is a degree candidate in the NAES/Antioch program. She formerly worked as a foster care specialist for the Native American Committee as well as carrying out preparatory work for a day care center for the same organization.

Jerry Hill, M.Ed. (Oneida) is currently Director of the Oneida Tribal School in Wisconsin. He formerly served as Director of Minority Affairs and Academic Support at the University of Wisconsin - Green Bay and Coordinator of the Indian Education Resource Center of the Bureau of Indian Affairs. He has provided extensive consultation to Indian community programs in group process and child development.

Eliezer Krumbein, Ph.D. is on the faculty of the College of Education at the University of Illinois - Chicago Circle. A psychologist, he is consultant to various business, industry, and education organizations in the Midwest. He has supervised the administration of programs in the analysis of public policy and executive development in transportation studies. Recently, he has taught several courses at NAES/Chicago in counseling techniques.

Mayvonne Solorio (Sioux) is Manpower Counselor for the American Indian Business Association. She has served as a counselor at the Native American Outpost, where her work extended to support services for Indian children enrolled in public schools in Uptown, including O-Wai-Ya-Wa, an alternative Indian education program. She is a degree candidate in the NAES/Antioch program.

Flo Wiger, M.S. (Sioux) is Director of the American Indian Learning and Resource Center of the University of Minnesota. She is also a doctoral candidate and recipient of the Bush Fellowship. Formerly, she was Director of the Native American Studies Program at the University of Illinois - Chicago Circle and Assistant to the Vice President of Student Affairs/Native American Programs at the University of North Dakota.

Certificate of Recognition

is awarded to

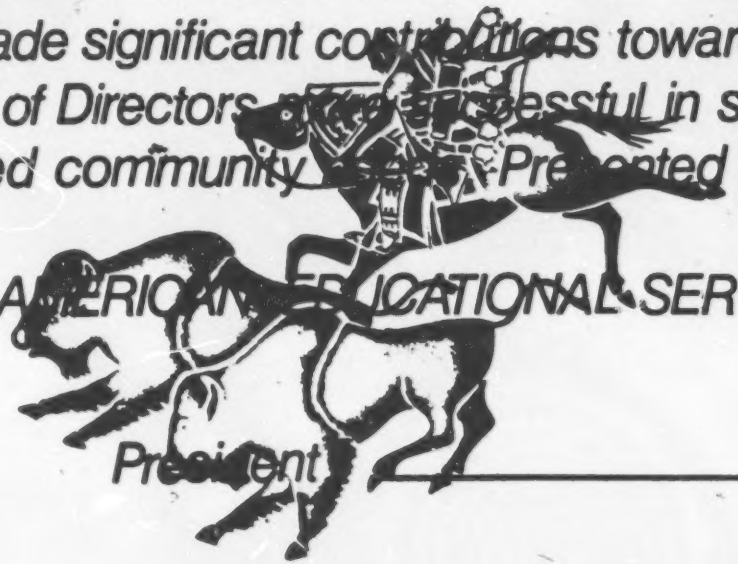
SAMPLE

as a participant of the seminar in dynamics of

COMMUNITY BOARD MEMBERSHIP

who made significant contributions toward making Boards of Directors more successful in servicing identified community needs. Presented by the

NATIVE AMERICAN EDUCATIONAL SERVICE, INC.



President _____